

21st Century Colleges of Education — Judy Mitchell, WSU

Teaching

- Current Quality movement
- Changing criteria for defining quality
- Links to standards, performance, assessment/evaluation
- More connections of teacher education to public school classrooms
- Greater emphasis on alternative structures, certifications
- Differentiated staff (lead teachers, assistant teachers, paraprofessionals, coaches)
- More emphasis on professional development on the job
- More connections among education of teachers and all other school professionals
- Greater utilization of distance education that is web based, online, video conferencing
- COEs become research/policy/graduate education/train the trainers

K-12 School Learning

- Diversity/changing demographics/language differences/achievement gap
- Curriculum related to standards, performance, assessment/evaluation
- Inquiry driven instruction
 - Greater demand for variety of information
 - Emphasis on teaching how to learn
 - Greater integration of technology in learning environment
- Increased parent/family involvement
- High schools change most
 - Stronger career orientation
 - Higher standards create more post secondary options for students
 - Greater connection of high schools and colleges
 - Strong connections to community colleges; less emphasis on 4 year institutions

Assessment

- Change from individual achievement testing to standards based performance evaluation at the school level
- Possibility of greater links to actual school curriculum
- Could lead to greater emphasis on formative assessment of individuals, using student performance data to select from an array of instructional options
- Help students monitor their own learning
- Transformation in assessment is enabled by technology

Commonalities

- More emphasis on choice at all levels
- Increased need for data based decisions at all levels
- Technology is an enabler to manage data and information